Duke University Library
APR 18 1944
Durham, N. C.

THE NEWS LETTER

OF THE COLLEGE ENGLISH ASSOCIATION

VOL. VI, No. 4 UNION COLLEGE : SCHENECTADY, N. Y. APRIL, 1944

Acceleration

Let's not kid ourselves. There is a lot of talk about the potential benefits of accelerated schedules in colleges. People are enormously stimulated by the curricular alterations made necessary by the presence of service men. And there is no doubt that we have gained some things. It has been salutary to see a sharper distinction between training and education. We have learned that training can be immensely speeded up. But when it is assumed that education can be speeded up in the same ratio, some of us refuse to string along. Some of us refuse to admit that, as is so often charged, colleges have failed all along the line.

The thing that we have learned is that certain skills and bodies of fact can be mastered in a greatly reduced period. This is where the colleges have fallen down: they have not been tough enough in discipline. They have allowed students to dawdle unnecessarily over the mechanics of language and the factual data of the sciences, social and physical. Rigorous training can partly cure this evil. And there is a correlation between training and education. No man is educated who has not worked with the glamorless details that lie behind important generalizations. No one really knows science who has not done some laboratory work. No one understands political economy who has not mastered a lot of prosaic facts. No one really knows an art who has merely looked and listened. And to know literature one must have worked with language (not philology). I am willing to go even further and suggest that up to the age of twenty-two or three, young people should spend a greater proportion of their actual time in garnering data (in "training") than has lately been assumed. Judgment arrives late.

Yet cultivating the judgment must begin early and—what is often forgotten—must last long. And here is where the time-fallacy comes in: we are apt to believe that because judgment makes its appearance early (during adolescence), it can be matured early. The point is extremely doubtful. Of what final value is a callow sixteen-year-old's opinion on complicated governmental issues? How can a slip of a high school girl really comprehend the art of Keats or Milton? True, these youngsters should confidently try their wings from time to time: they should study large governmental issues and should read (even memorize) Keats. But significant results will come much later. A lad in his mid-teens cannot possibly be termed educated, and to give him a liberal-arts diploma at nineteen or twenty is only a gesture. An educated man is not the

(Continued on Page Two)

Our Rendezvous With Destiny

In times of stress the human spirit turns back upon itself. The Greeks returned to the days of Troy and Thebes in the glow of national consciousness that followed the battles of Marathon and Salamis and Plataea. And I would like to emphasize the fact that in our utter confusion today we would do well to return to the same heritage. It may be that history moves in cycles. I like to think, however, of civilization as a timeless march into the future. There is something more involved than the external show; it is that in times of great crisis, and we may be "standing at one of the grand climacterics of world history," we are confronted with similar psychological phenomena. Hence it is that every great creative period, notably in the humanities, has returned to some older tradition. Today, as never before, all of us are consciously or unconsciously feeling the need of a clarification of the issues that face us. Amid the conflicting schools of thought no voice is more authentic than that of Professor Gilbert Murray. In the third edition of **The Rise of the Greek Epic**, published in 1924, and in **The Classical Tradition in Poetry**, a series of lectures given at Harvard in 1925, is to be found an inimitable analysis of this conception of the awakening of the human spirit—the light that never was on sea or land.

Let us begin at the beginning. On page 210 of **The Rise of the Greek Epic** we find, "Odysseus, though now prominent in the Iliad, seems as a saga figure to have had little or nothing to do with Troy . . . But myth has been at work also, and myth of a pronounced and curious kind. The point has not yet been noticed and needs a fairly full statement. It is a matter of the solor and lunar calendar." And then Professor Murray relates the Metonic Cycle—the return of the moon to the same relative position with respect to the sun every nineteen years—to the period of twenty years that Odysseus spent away from Penelope. All we need to bear in mind is that the Greeks began the twentieth year with the last day of the nineteenth year; but any one interested in this myth, which is concerned with the worship of the sun, would do well to read Professor Murray's treatment in full. The point I really want to make is the relation of the **Odyssey** to the great age of Pericles—445-431 B.C. On page 232 we read, "The reunion of Odysseus and Penelope after Meton's eikosieteris implies an astronomical discovery which is attributed to the year 430 B.C. or thereabouts." And a few lines down the page we have, "The whole tradition was reinspired by the great war of all Hellas against Persia and the East."

The study that Professor Murray continues in **The Classical Tradition in Poetry** comes nearer home. "The unconscious tradition in poetry,' we find on page 205, "is not only greater in extent, it also reaches much further back into the past, than any deliberate human imitation." And then follows an analysis of Hamlet and Orestes with which every one should be familiar. The thesis is that the world of Aeschylus and Sophocles and Euripides and the world of Shakespeare are so akin in spirit that Shakespeare might well have echoed the plays **Agamemnon** and **Electra** without ever having read them. I could not possibly do justice to Professor Murray's thesis in a short paper. Just to quote the conclusion of his study is sufficient to bring us into the presence of an aura which every one needs to consider again and again as we make our plans for teaching English.

In plays like **Hamlet** or the **Agamemnon** or the **Electra** we have certainly fine and flexible character-style, a varied and well-wrought story, a full command of the technical instruments of the poet and the dramatist; but we have also, I suspect, a strange, unanalyzed vibration below the surface, an underrent of desires and fears and passions, long slumbering yet eternally familiar, which have for thousands of years lain near the root of our most intimate emotions and been wrought into the fabric of our most magical dreams. How far into past ages this stream may reach back, I dare not even surmise; but it seems as if the power of stirring it or moving with it were one of the last secrets of genius.

What I am conscious of as I read the stirring words of Professor Gilbert Murray is that they are his expression of the tremendous awakening of the human spirit during World War I. To those of us who lived through the strenuous days of that war these books should come as a revivifying force—for they were days in which the spirit of man was afire. As we look back upon the aftermath of that war we constantly chide ourselves for our apathy and our unawareness of what was truly involved in that gigantic struggle. In our bitterness we are like George Gordon Byron—we repent and yet we continue making the same mistakes.

Would it not be inspiring in the light of our manifold experiences to talk over old times with our friends—to go back as did Odysseus and begin our life where we left off nineteen years ago? Would it not be even more inspiring to realize that World War II has given us a second chance to do the things we should have done a quarter of a century since? Where is the leader who can persuade us to believe, as did the Greeks of old, that man has it in his power to shape his own destiny and abide by the results of his own decisions? When will the world come to perceive that this tradition is preserved most fully in the humanities? Let us forthwith resolve that this time there shall be no relaxing; that this time we will steadfastly keep our eyes on the future; that this time we will live in the consciousness that America has a rendezvous with destiny and that each one of us has a part to play in the symphony that might well lead us into the "promised land" of a great creative period.

—Frank T. Thompson,
Huntingdon College

Brotherhood Of Scholars

All thoughtful teachers of English will agree with Professor Durick that Catholic teachers can throw light on the main stream of English Literature and many of its side currents. But is not this the very thing that modern scholarship has always tried to do? Longfellow certainly tried to be fair to the beauties of the Catholic faith, and both his translation and his notes to "The Divine Comedy" showed that he had entered deeply into the spirit of the Church. This is also true of the Dante studies of Lowell, and who could question the detailed knowledge of St. Thomas Aquinas displayed by Charles Eliot Norton in his prose version of "The Divine Comedy."

Not far from the University of Dubuque, an institution bound by every tie to the Presbyterian and Reformed tradition, is a great Catholic institution, Loras College. Both our students and our faculty have been welcomed to use the museum and the library of Loras. I remember a brilliant piece of research by an advanced student at Dubuque on "The One English Pope", which was made possible only by the co-operation of members of the faculty of Loras.

We have urged our students to visit the nearby Trappist Monastery in order to get a first hand view of the ascetic ideal. When we study "Romeo and Juliet" students do visit a local Franciscian Monastery, in which the brothers observe the same rule of life and wear the same habit as did Friar Lawrence. For women students a favorite topic has been "One Day in a Convent" based on an actual visit to the Convent of the Visitation.

Those of us who are spiritual sons and daughters of the Puritans welcome light from every quarter. We agree whole heartedly with Professor Durick that the great store of culture and scholarship embodied in the Catholic Church should be drawn upon for the help it may give not only in the field of English Literature, but also in history, philosophy, and art.

—Hermann S. Ficke,
University of Dubuque

THE NEWS LETTER

Editor
BURGES JOHNSON
J. GORDON EAKER
State Teachers College, Pittsburg, Kas.

Published Nine Times a Year at
SCHENECTADY, N.Y.
for the

College English Association

President
HENRY SEIDEL CANBY, Yale Univ.

Vice-President
EDITH MIRRIELEES, Stanford Univ.

Vice-President
ROBERT M. GAY, Simmons College

Executive Secretary
BURGES JOHNSON
Union College, Schenectady, N. Y.

Treasurer
JESS H. JACKSON
William and Mary, Williamsburg, Va.

Directors

(term ends in December of year named)

Howard Lowry, Princeton	(1945)
Ross Taylor, Univ. of Wichita	(1945)
Theodore Morrison, Harvard U.	(1945)
Odell Shepard, Wesleyan U.	(1945)
Milton Ellis, Univ. of Maine	(1944)
Norman Foerster, Univ. of Iowa	(1944)
A. P. Hudson, Univ. of No. Carolina	(1944)
G. F. Reynolds, Univ. of Colorado	(1944)
Wm. C. DeVane, Yale Univ.	(1943)
Elizabeth Manwaring, Wellesley	(1943)
W. O. Sypherd, Univ. of Delaware	(1943)

Membership in the College English Association, including THE NEWS LETTER, $2.00 a year. Subscription for Libraries, $1.50.

Editorial

The decision of a federal judge that journalism is not a profession and newspaper reporters are therefore not professional workers is of greater interest to English teachers than would at first appear. His Honor reasons that the definition of a profession includes the requirement that some fixed standard of educational preparation be maintained. When the press associations establish such a standard and require reporters to pass certain examinations before being admitted to practice, then newspaper editing will cease to be merely a business or trade; and only then will newspaper employers cease to be governed by the rulings of the wage-hour division of the Department of Labor.

For many years theorists have argued that news reporting is a public service which should conform to high professional standards. It is likely now that more editors, for financial reasons, will come around to this point of view. All competent and progressive directors of "journalism" schools and departments today agree that the proper background of training for a reporter is a thorough schooling in the "liberal arts", with "English" as a leading essential.

This should mean, if our reasoning is sound, that schools of journalism will increasingly come to be a single year of post-graduate applications superimposed upon three or four undergraduate years in the liberal arts. And undergraduate composition teachers will more than ever be justified in using many of those practical devices which help students to learn to write skilfully and effectively; devices which too often have been the copyrighted property of "journalistic writing".

A special paper-bound edition of "Freedom Speaks", compiled under the auspices of CEA will be distributed by **The Infantry Journal** only to military hospitals, post exchanges and individual members of the armed services. No copies of this edition may reach the general trade. This book was chosen after a careful consideration of many compilations of the same general sort, and a trial edition of 70,000 copies will be printed.

CEA has not at any time contemplated entering the publishing field, or entering into competition with concerns which specialize in manufacturing the tools of our trade. But at the time of our Indianapolis meeting when it was obvious that our members would suddenly be called upon to define the theory and principles of democracy in their classrooms, a committee was appointed, under the chairmanship of George Reynolds, to prepare a suitable handbook. The committee worked devotedly at its task, and has refused any share in profits from the venture. Royalties, if any, will be invested in war bonds, and eventually applied to some educational purpose by the CEA directors. The choice of this book by **The Infantry Journal** for a place in its "Fighting Services Series" is a deserved tribute to the work of our committee.

Your Executive Secretary has retired from active teaching as of March 1st, and is celebrating that event by a lecture tour which takes him as far west as the Universities of Colorado and Wyoming, and intermediate points. But the executive and editorial office continues to be on the Union College campus in Schenectady, and will so continue until the directors in their wisdom direct otherwise, or until some other member, eager to render service to his guild, offers to take over the executive job (which is without salary, but richly rewarding, none the less.)

Gleaned From the Mail

The most important function of the CEA is to stimulate teachers of English to undergraduates to engage in critical studies of English and American Literature. The **News Letter** has so far served to emphasize the importance of "literary studies" as opposed to "scholarly research." We should now look forward to a different kind of publication—a journal which would serve as a medium for the publication of "critical literary essays," parallel to the journal of the MLA in which appear mainly articles which may be classed as "research" studies. English scholarship needs now literary critics, with all that the term implies, rather than research scholars. To justify its existence, the CEA should help to bring such critics to the light of the printed word.

—W. O. Sypherd,
University of Delaware.

Following is an extract from a letter written by the Director of Public Relations of an eastern university:

"It seems to us that united effort is needed more than ever before in the job of interpreting the activities, achievements and ideals of higher education to a public which is sometimes sceptical because of the dangerous propaganda emanating from such places as Bob Hutchins' office and certain offices in Washington."

Possibly an effort is also needed to see that college publicity directors limit themselves as far as possible to objective writing when they interpret higher education to the general public.—Ed.

Apropos of the article entitled "Discipline" in **The News Letter** for February, the following information gleaned from a set of Freshman English themes may be interesting. The subject assigned was the student's autobiography during his four years of high school.

Of the twenty-eight themes, only thirteen referred to studies in any way. Of these thirteen, only seven actually named any subjects: one listed all subjects taken during the four years; five named favorite subjects; and one theme, written by a girl, said that a boy friend and algebra were her chief worries.

Six others of the thirteen had some reference to studies but named no subjects: three mentioned that the writers were on the honor roll; one theme had a passing reference to studies in general; two themes contained statements that the writers "didn't study much."

All twenty-eight themes, however, listed in detail the activities in which the writers participated, the offices they held, and the social affairs they attended.

—Maurice Hicklin,
Humboldt State College,
Arcata, California

Acceleration

(Continued from Page One)

adult counterpart of a quiz kid. This is not the place to try to say what education is; but we know what it is not, and we know what tends to produce it. It is not training per se. What tends to produce it is patient cultivation in a favorable environment under enlightened overseers. It is essentially a ripening process. We can select the soil and work it; we can plant the seed; we can try to cope with blights of one sort or another. But we cannot really ripen the fruit. Something must be left to Nature—a gal who resists acceleration. Education is often reached indirectly; sometimes it seems merely a by-product. It comes in moments of insight. It must often falter, even seem to stop entirely. Its growth is not continuous but saltatory, like that of plants: there are days when you can "hear the corn grow." Force won't work. No matter how great the need or the desire for education, delivery cannot be guaranteed. To be sure, one must never relax the training or the attempt to make training significant, but the miracle of maturity will be achieved only in the fulness of time. Accelerate training, yes; but deepen education.

—Alexander Cowie,
Wesleyan University.

To War-worn Teachers The Owl says:

When overburdened, harassed, perplext,
When Deans and Prexies have left you vext,
If acceleration has got you hexed,
Dearly Beloved, this is my text:
"Quietly do the next thing next."

Teacher-English is Nothing new!—

Herbert Spencer's definition of evolution: "An integration of matter and concomitant dissipation of motion, during which the matter passes from an indefinite, incoherent homogeneity to a definite, coherent hetereogenity; and during which the retained motion undergoes a parallel transformation."

—Paul Crissman,
University of Wyoming

☆

AMERICAN THINKING AND WRITING

by
BACHELOR *and* HENRY

THIS book contains fifty notable selections from contemporary American writers supplemented by teaching apparatus that really harnesses writing to reading. Throughout, the theme of America today and tomorrow gives the student the urge to express his thoughts. It is as stimulating as it is practical.

$2.50.

D. APPLETON-CENTURY COMPANY
35 W. 32nd St. New York 1, N.Y.

Textbook Errors and Annotations

It is common knowledge that textbooks for the classroom teaching of English and American language and literature do not receive meticulously critical printed reviews. Teachers, students, authors, and even publishers might be pleased to have public treatment of details in textbooks.

Many teachers of English have learned some things that, in their opinion, ought to be in the textbooks that come to the classroom, but are not in them.

Many, also, have learned that some things actually in a textbook are, in their opinion, errors; and that others, although possibly true, may mislead students. Such apparently erring or misleading statements may occur in the reproduction of the works of a quoted author, or in the statements of the editor, commentator, or present author.

Many have had forced upon them, by their students' direct questions or otherwise, a knowledge that there is need for additional annotation in specific places in textbooks. These persons could make helpful requests for enlightment, or helpful indication of exact spots needing explanation.

If numerous teachers would and could pool their learning of the three types just mentioned, benefits would result. First, authors and editors of future textbooks or revised editions would proofread more carefully the printing and reprinting of words and punctuation. Second, they would take more care to make footnotes and other statements accurate. Third, they would take more care to make their annotation not only accurate but also helpful to the student. Fourth, they would take more care to provide annotation at every place where students would find it helpful. Other good results might be suggested. I turn to point out a benefit for teachers alone: their own increased interest in and probing scrutiny of the text, of footnotes, and of other statements.

I believe that a section of the News Letter for painstakingly detailed criticism of textbooks would be useful to many teachers. It might be called TEXTBOOK ERRORS, NEEDS, AND ANNOTATIONS. No item should be considered too trivial for mention in this section. Space should of course be allowed for replies by authors and editors, and by differing critics. Contributions might be unsigned or signed.

This section should deal with textbooks on writing, reading, and speech (including handbooks and workbooks), and with histories and anthologies of English and American literature. It should be devoted exclusively to comment on books that the original contributors have used as required texts in classrooms, or have seriously examined for such use.

—William D. Templeman,
University of Illinois

The Best of —

BROWNING, WILLIAM HUDSON ROGERS, Florida State College for Women

BYRON, RICHARD ASHLEY RICE, Smith College

CARLYLE, HERBERT LESOURD CREEK, Purdue University

COLERIDGE, EARL LESLIE GRIGGS, University of Pennsylvania

DRYDEN, LOUIS I. BREDVOLD, University of Michigan

POPE, GEORGE SHERBURN, Harvard University

SHELLEY, NEWMAN I. WHITE, Duke University

SWINBURNE, CLYDE KENNETH HYDER, University of Kansas, and the late Lewis Chase, Writer and Lecturer

TENNYSON, WALTER GRAHAM, University of Illinois

A wide representation of the works of these great poets and essayists selected and annotated by men who are authorities in their respective fields. Each volume has a biography and helpful notes which point out the relationship between the authors' lives and personal philosophies and the times in which they lived and wrote.

Price of Each, $1.75

The Ronald Press Company
15 East 26th St. New York 10, N.Y.

Those Who Can

Since the Newsletter of the CEA insists upon brevity, I select the form of the manifesto as ideally suited to the summary treatment of a complicated and controversial subject—the teaching of college English.

The teacher as scholar is disposed of cavalierly at the outset, and the old-fashioned scholarly Ph.D. is dispatched herewith to the graveyard of worn-out disciplines. Scholarship was static learning, culture in "simple location", an accumulation of facts focused upon an object of literature.

The teacher as critic is disposed of resolutely at the outset. Literary appreciation for its own sake suggests a dividing line between those who have "culture" and those who have it not. The notion that the English teacher is chosen for his higher feelings or his understanding of literary techniques must be abandoned. That the teacher is divinely elected to serve as interpreter between common reader and man of genius is a vulgar superstition.

The new teacher of literatures is the man of thought in the center of a mankind becoming humanized. He is symbolic of knowledge developing in a total humanity. He is called upon to make articulate the intellectual needs of his students and to show how those needs may be resolved in a composed and understandable synthesis of ideas. He takes all learning for his province in that he uses whatever is to his purpose in the construction of ever-evolving universals.

The new teacher of literatures is not a specialist in trivialities. His field is philosophical criticism embracing all utterance. This asks a good deal of the teacher and of his students. So much the better. He and his students have been idling in impotent confusion altogether too long. The new concept of the teacher gives a new life to teaching. Formerly the teacher has had to wait until something "was done" before he could go to work. Now he can "do", by himself taking part in the making of new universals.

The new teaching demands a new discipline. Above all it demands a dedication to something besides the monthly salary check. The new teacher is a professional with the highest professional standards. He willingly gives himself. The new discipline shall indeed be monastic in its rigor and severe in its standards; but the teacher's cloister is the wide world, and not the cubicle.

What is the program of this new discipline?

What is the discipline of the surgeon, of the engineer, of the composer of symphonies, of the novelist, of the revolutionary who fights for freedom, of the laboratory scientist? "Anyone can teach English." Only skilled engineers can send a warship down the ways and be sure that it will move in power on the world's seas.

No good reason exists why the teacher of literatures should not demonstrate himself an expert in the structure of thought and feeling.

There is nothing original about this approach to literatures. Many young instructors have theorized about it independently and in groups. If one looks about him carefully, he will see it everywhere apparent, rising slowly to the surface. What is needed is an enthusiastic minority working together to put it into practice.

—Walter Embler,
Syracuse University.

This Above All

In the preceding issue of the News Letter, a non-member explained why he was not interested in the CEA.

I should like to suggest some of the reasons why I, a member, am interested.

I am interested in the News Letter because it is almost the only learned journal I know which is written throughout by people who have something to say. Most of the other journals have a lot of hand-raising-and-finger-snapping articles by bright boys and girls who used to love to recite, and who now love to document the fact that they have read something.

I am interested in the College English Association because it is the only organization that I can hopefully expect to defend my profession against the complicated attack (half onslaught, half infiltration) of the Educationists.

Now I dont object to Educationists. Those I know are scholarly gentlemen. Nor do I criticize their field. I just don't want them plowing my field as well as their own.

Teaching-methods Education is very like plowing. It is good useful work before planting time, but it isn't an end in itself; it never produces a crop unless it is followed by sowing and cultivating, and along towards harvest time it is just plain damn foolishness. Too much of it powders the top soil and lets the wind blow it away.

To protect what I consider my green pastures there must be a united group. Don't think the Educationists aren't united and on the march. Why shouldn't they be? They believe in what they are doing. I don't. I want to be part of an organized opposition which believes that teaching English is an art best practiced by English teachers. I want to meet people who are interested in perfecting their art by the exchange of ideas. That is why I am interested in the C. E. A.

—Frank Sullivan,
Saint Louis University.

"The most complete and helpful manual available."— Professor K. MALCOLM BEAL, University of Miami.

Manual of Naval Correspondence

By HEISKELL WEATHERFORD, Jr.
Lieutenant, USNR

85 pages, 8 x 10½. $1.50

Its immediate success proves that here, at last, is THE book on Naval correspondence—one that meets the urgent need for a text and reference covering the subject fully and authoritatively, and which is, above all, easy to understand and easy to use.

Send for a copy on approval

McGRAW-HILL BOOK COMPANY, Inc.
330 West 42nd St., New York 18, N.Y.

New

Modern Writing

Willard Thorp, Princeton University
Margaret Farrand Thorp

. . . suggests ways of treating current material of students' experience, observation and thought; ways of recognizing, shaping, and communicating it . . . selections lend themselves to analysis . . . study of form

American Book Company

Practical Word Study

by

W. POWELL JONES

Western Reserve University

100 tear-out pages list price $1.00

Teacher's key available

PRACTICAL WORD STUDY may be used profitably in connection with the new Oxford text

A HANDBOOK OF ENGLISH

by

ROBERTS, HARRIS, JOHNSON

Just published 304 pages

List price $1.35

OXFORD UNIVERSITY PRESS

114 Fifth Ave., New York 11 New York

Every freshman needs . . .

BLAIR'S

MANUAL OF READING

A text designed to increase reading comprehension.

288 pages, $1.40

Scott, Foresman and Company

Outstanding

ENGLISH COMMUNICATION

A HANDBOOK OF WRITING & SPEAKING

By TAFT, McDERMOTT, JENSEN, & YEAGER

435 pp., $1.40

THE TECHNIQUE OF COMPOSITION

By TAFT, McDERMOTT, & JENSEN

628 pp., $1.60

because

of their completeness and their simple and logical presentation of the fundamentals of English Composition.

FARRAR & RINEHART, INC.

232 Madison Avenue, New York 16

Articles of Interest to English Teachers in Current Journals

Edited by Amy V. Hall, Univ. of Washington

ADVERTISING, Sevareid, Eric. "Super-Dupering the War. A Report on the Battle of Adjectives" **Saturday Review,** Feb. 12, 1944, 9-10.

American fighters are embittered by the cheap propaganda of manufacturers, glorifying the heroic qualities of carburetors or of cigarettes 'which have gone to war.' (Also, "Advertising in Wartime" **New Republic,** Feb. 19, 1944, 233-6. This is a primary weapon for the sale of social and economic ideas.)

CULTURE, Commeraswamy, Anand K. "The Bugbear of Literacy. **Asia,** February, 1944, 53-7.

Cultural values are not dependent upon literacy. Imposition of 'contemporary literature' upon a people cultured but illiterate is to destroy them.

(Also, pp. 68-9, "China's High Standard of Living," Chinese ideals are perhaps higher than those we would substitute.)

EDUCATION, Dunn, Gano, "Importance of the Humanities in Engineering Education." **Jour. Eng. Ed.,** January, 1944, 443-4.

The center of education for engineers shifts towards the humanities today. Understanding of social evolution is needed, and, with this acquaintanceship with great masterpieces of literature and art, influential in shaping civilization.

EDUCATION, Richards, Cyril F. "The Function of the Liberal Arts in Reconstruction." **Jour. of Higher Ed.,** Feb., 1944, 65-70.

Focussing the light of the past on the present problems facing America, fewer courses, taught cooperatively, will need to give (a) understanding of human achievement, (b) techniques of ordinary living, (c) moral as well as intellectual discipline, and (d) arts and literature for personal satisfaction and social collaboration.

GREECE, Hamilton, Edith, "The Greek Way." **National Geographic,** March, 1944, 257-72.

Joy, concern with playing and with living, with freedom, and with the idea that goodness and truth are the fundamental realities—these are the heritage of Western civilization, given by Greece.

("Greece — the Birthplace of Science and Free Speech" pp. 272-89, is followed by 32 full-page colored illustrations of well-known persons and events of ancient Greece.)

LITERATURE, Svensson, Feorg, "Swedish Literature in Wartime." **Saturday Review,** Feb. 12, 1944, 22-3.

The lyric, Sweden's characteristic expression, is tinged today with strong and sombre patriotism. The novel presents democracy; the unusual success of Moberg's **Ride Tonight** shows popular awareness of civilization's present crisis. Bourgeois life is proved through pitiless psychological studies, and writers on historical and political topics are very many.

MUSIC, Berger, Arthur, "Music in Wartime". **Nation,** Feb. 7, 1944, 175-8.

The value of music is increasingly recognized in America. Even in industry, it builds morale. Tolerance and some musical maturity have prevented war hysteria; interest is shown in foreign composers. But extra-musical concepts are too strong; creative artistry requires greater encouragement.

RADIO—Van Horne, Harrie, "It Is Later Than Radio Thinks." **Saturday Review,** Feb. 19, 1944, 26-30.

The 44 soap operas occupy two-thirds of daylight time and bring in one-third of total revenue. With Town Meeting and Chicago Round Table highly popular and good music now becoming familiar, should not producers realize their responsibility to the arts and to democracy? Global radio, and television, can do much.

RELIGION—Hood, Arthur A., "Is a World Religious Revival Possible?" **Vital Speeches,** Feb. 15, 1944, 285-

Peace and universal good will are inseparable, but sectarian and intellectual arrogance bar their way. All monotheistic religions are found in the U. S.; all teach love of God and of neighbor. Could not the religiously inclined then all unite in applying the Golden Rule on an economic basis—as the lowest common denominator?

FOR PRE-INDUCTION ENGLISH

Practice in English Communication

By

CLARK EMERY

ROBERT M. GORRELL

KENNETH NEILL CAMERON

Indiana University

▲

Written from teaching experience with large groups of service trainees, this book includes all the fundamental problems of the beginning course—writing, reading, speaking and listening, army and navy correspondence.

Houghton Mifflin Co.

COMING . . . MAY 15th

America in Literature

EDITED BY

Tremaine McDowell

Here is AMERICA, its characteristics, ideals, and way of life as reflected in its literature—short stories, essays, letters, poetry, plays, self-contained units from novels, and some essential documents.

For freshman composition, "American Civilization", and literature courses in which the humanistic approach is stressed.

Ready May 15th 540 pages

$2.00

F. S. CROFTS & CO.

101 Fifth Ave., New York 3, N.Y.

SIMPSON & NEVINS'

The AMERICAN READER

Interpretations of American life by writers of recognized literary merit make up a collection genuinely American in spirit and content. 884 pages. $2.50.

★

D. C. Heath and Co.

SCRIBNER

American Composition and Rhetoric

(Davidson) $2.25

Readings for Composition

(Davidson and Glenn) $2.50

Scribner Handbook of English

(Marckwardt) $1.80

Scribner Workbook in English

(Maddox) $1.20

SCRIBNER